Keres Children's Learning Center
Native Language Symposium
A Cross-Generational Model of Education
Equity in Indigenous Education

Symposium Goal:

To build awareness, inspire connection and belonging in the work of Indigenous Education, and create opportunities to collectively work toward Indigenous language revitalization through education using an immersion, dual-language, and Montessori model rooted in community knowledge and values.

- Connect participants with others who are working toward the same goal
- Further the movement toward educational sovereignty
- Provide resources for Tribes to exercise self-determination with regard to education
- Define achievement within Indigenous Education

Our Mission

Keres Children's Learning Center (KCLC) strives to reclaim our children's education and honor our heritage by using a comprehensive cultural and academic curriculum to assist families in nurturing Keres-speaking, holistically healthy, community minded, and academically strong students.

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Native Language Symposium
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Equity in Indigenous Education

Agenda
The Lodge – Santa Fe, NM

Day 1 – November 14, 2018

Time	Item
7:30-8:00	*Breakfast & Registration*
8:00-8:10	*Opening & Welcome*
8:10-8:15	*KCLC Background*
8:15-8:30	*Community Building Activity*
8:30-8:40	***Opening Speaker: Mr. Gil Vigil***
8:40-8:45	***Parent Featured Speaker: Ms. Phoebe Suina***
8:45-9:30	***Keynote Speaker: Ms. Daisy Han***
9:30-10:00	*Q & A - Table Discussions*
10:00-10:15	*Break*
10:15-11:00	***Keynote Speaker: Dave Archambault***
11:00-11:30	*Q & A - Table Discussions*
11:30-12:15	*Lunch*
12:15-1:15	***Parent Panel***
1:15-1:30	*Community Building Activity*
1:30-2:15	***Schools Panel***
2:20-3:35	***Breakout 1: Advocacy in Education***
3:45-5:00	***Breakout 2: Adolescent Classroom***
	Breakouts Running Simultaneously - presentations will restart every 1.5 hours
5:15-5:30	*Wrap up and Close out*
5:40-6:30	*We Are Still Here* *optional documentary viewing*
6:30-8:00	*Evening Entertainment*

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Agenda
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Day 2 – November 15, 2018

Time	Item
7:30-8:00	*Breakfast & Registration*
8:00-8:15	*Opening, Welcome Back & Reflection*
8:15-8:25	***Opening speaker: Mrs. Tina Patel***
8:25-8:40	*IMI Student Introductions*
8:40-8:45	***Parent Featured Speaker: Jose Quintana***
8:45-9:30	***Keynote Speaker: Mr. Alvin Warren***
9:30-10:00	*Q & A - Table Discussions*
10:00-10:15	*Break*
10:15-11:00	***Keynote Speaker: Ms. Brooke Amman***
11:00-11:30	*Q & A – Table discussions*
11:30-12:30	*Lunch*
12:30-12:45	*Community Building Activity*
12:45-2:00	***Elder Panel***
2:00-3:15	***Breakout 1: Indigenous Developmental Evaluation***
3:30-4:45	***Breakout 2: Dual Language Education***
	Breakouts Running Simultaneously - presentations will restart every 1.5 hours
5:00-5:30	*Wrap up and Close out*

Keynote Speakers

Growing up the child of immigrants in low income and underrepresented communities, **Daisy Han** has experienced the harmful effects of segregation and ignorance firsthand; she has also experienced the power of education in nurturing resistance and dismantling systems of oppression. For over 10 years teaching in public and private Montessori classrooms and serving as a socio-emotional learning facilitator, Daisy believes in the power of uniting people from diverse backgrounds (as young as possible) and providing experiential opportunities for meaningful community building. Daisy is a partner at The Wildflower Foundation and is a co-founder and Director of Curriculum at DEEP (Disruptive Equity Education Project). She has her AMS training in lower and upper elementary and secondary I and secondary II Montessori education. Daisy emphasizes teaching as a form of social activism and is a board member of Montessori for Social Justice.

Dave Archambault began an education career at Little Wound School on the Pine Ridge reservation (1976). After a few years teaching and coaching, he was witness to a sad picture of educational struggles by Indian students. In 1983–84, he would go to Penn State to get a master's degree, where he searched for answers to a national Indian schooling dilemma. Dave has continued to research and has found several school models that develop each child's talents and skills and regularly presents their merits. Mr. Archambault is Hunkpapa Lakota from the Standing Rock Sioux Tribe. His Lakota name is Itapizo Wakiyan, which means Thunder Bow. He is married to Elizabeth Star Yellow Wood Nelson and has seven children.

Alvin Warren is a member of Santa Clara Pueblo where he lives with his wife Pamela, an Isleta Pueblo tribal member, and their three children. He's a program officer for the W.K. Kellogg Foundation focused on Economic Security, impact investing, dual language education and indigenous initiatives. Alvin's a former cabinet secretary of Indian Affairs for the State of New Mexico, lieutenant governor of Santa Clara, associate director of the Indigenous Communities Mapping Initiative and land claims / water rights coordinator for Santa Clara. Alvin has helped tribes regain and protect traditional lands, ensure over $100 million in state dollars flow to tribes to build essential infrastructure, enact state legislation to ensure collaborative state-tribal governmental relations and positively transform narratives about indigenous peoples. Alvin co-chairs Dartmouth College's Native American Visiting Committee, serves on the Khap'o Community School Board, Gates Millennium Scholars Advisory Council, and recently joined the IFIP board. He's also a longtime farmer.

Brooke Mosay Ammann, Director of Waadookodaading Ojibwe Language Institute, has been working on Ojibwe language revitalization as a learner, adult language teacher, immersion parent, planner, and administrator for sixteen years. Brooke has a master's degree from the Harvard Graduate School of Education in Education Policy and Management. She has recently been accepted into the doctoral program in Hawaiian and Indigenous Language and Culture Revitalization program at the University of Hawaii Hilo Ka Haka 'Ula o Ke'elikolani College of Hawaiian Language.

Panelists and Breakout Presenters

As a Kewa woman, **Desiree Aguilar** has balanced many roles in her life. She is a mother of two young boys. She is a full time student at the University of New Mexico where she is pursuing her bachelor's degree in Family and Child Studies. Desiree works at the Santo Domingo Early Childhood Learning Center where she currently substitutes to accommodate her school schedule. Desiree has been able to gain experience in working with children and their families, Native American Education, initiating conversations with leadership for the need of language revitalization, and educational advocacy. Her goals are to complete her bachelor's degree and pursue a master's in the Language, Literacy, and Sociocultural Studies program at UNM. Desiree's passion lies in working with Native children and families to develop and strengthen foundations of empowerment and love for a meaningful and culturally relevant education.

Boyna Bear is an Osage citizen and also Muscogee Creek and Choctaw. He is the founder of Tulsa Indian Community Academy (TICA), a NACA Inspired Schools Network Fellow, Husband to Kelly Bear, Father to Hannah Leetka and Benjamin Tenetke.

Mario Benabe is an ethnomathematician and initiator of Do The Right Thing Pedagogy. Mr. Benabe sees teaching as his ultimate form of protest. As an activist, high school STEM educator, and appointed official in the South Bronx, New York City, his role has been approximate learning experiences for youths to address society's social contradictions. At the South Bronx Community Charter High School, his students have become agents of change against federal and state violence against the most vulnerable, organizing local student-led marches to resist against local systemic institutional violence on people of the global majority. Mr. Benabe is enrolled in the Indigenous Montessori Institute. Lastly, Mr. Benabe is the cofounder of the first public Montessori program in NYC that was recently authorized by SUNY Charter School Institute, and is scheduled to open Fall, 2019.

Aura Cely is a lower elementary lead Montessori guide at Winn Elementary in Austin, Texas. She completed her Association Montessori International (AMI) training at the International Montessori Training Institute (IMTI) in Atlanta, Georgia. Prior to transitioning to the Montessori approach, Aura Cely spent time as an elementary lead Spanish Teacher at a dual language campus in San Antonio, Texas. Ms. Cely began her teaching experience in Bogota, Colombia. She has provided critically conscious workshops on decentering whiteness, dismantling white supremacy culture and white frugality in preK-12 education. Ms. Cely grounds her prepared environment within culturally sustaining and relevant pedagogy. Lastly, Ms. Cely's is the cofounder of the first public Montessori program in NYC that was recently authorized by SUNY Charter School Institute, and is scheduled to open Fall, 2019.

Tanesia R. Hale-Jones is a Montessorian, educator, social activist, poet, artist, and parent, who believes deeply in the importance of community engagement and teaching students to be global citizens. Tanesia has over 15 years' experience teaching adults to 18-month-olds and currently serves as Adolescent Program Coordinator at Escuela del Sol Montessori, where she guides 7th and 8th grade students and oversees a team of teachers and community partners. Tanesia holds an AMS diploma at the Elementary Level, and an AMI/NAMTA Orientation to Adolescence Studies Certificate. Additionally, she is a graduate of Loyola University, New Orleans, where she earned her B.A. in English Literature/Creative Writing, and San Francisco State University where she earned her MFA in poetry and poetics. Active in Albuquerque's arts community, Tanesia has a passion for creative collaboration. Her work and performances with EKCO poets and the poetry/textile collaboration between her and local artist, Maude Andrade, "Romance and Necessary Fictions," exemplify her appreciation of artistic confabulation. She has performed her original poetry at Tricklock Performance Space, Harwood Art Center and Burque Noir. Her writting has been published in *Callaloo, Sentence 5, 14 Hills, Mirage#4/Period(cial)*, and has been featured in exhibitions at Harwood Art Center. Tanesia was born and raised in Albuquerque and is proud to be of service to her local community through her passion for arts education, social justice and creative collaboration. She is newly a Board member of KCLC.

Danielle N. Martinez is an enrolled member of Santa Clara Pueblo. This is her third year of being in administration. Prior to working in administration, she was a kindergarten teacher at the Santa Clara Day School. She is the Assistant Principal of Cultural Integration & Community Engagement at the Kha'p'o Community School (KCS). She is very active in her culture and traditions in the pueblo. She has a son, Nathan, who attends KCS. She graduated from Northern New Mexico College with her bachelor's degree in Elementary Education in 2010. This past May, she graduated from Adams State University with her master's degree in Educational Leadership. She is very passionate about sustaining the culture and Tewa language of Santa Clara Pueblo for future generations, which helps drive her in assisting KCS in becoming a dual language (50/50 Tewa Language/English) school by 2021-2022.

Marah Moore holds a master's degree in Community and Regional Planning (MCRP), and has been working in the field of evaluation and planning for over 20 years. She founded i2i Institute in 1994, and has since led more than 50 evaluation studies and provided numerous workshops and trainings. Over the past ten years, both evaluation and training efforts have been grounded in systems thinking. Marah is an associate with the Human Systems Dynamic Institute, where she is the chair of the evaluation work group, and has served on the epidemiological workgroup for the New Mexico Department of Health.

Dr. Stacey Oberly, Southern Ute, is the Coordinator for Ute Curriculum and Design at the Southern Ute Indian Montessori Academy. She works actively in language documentation and revitalization, including the training of community members in revitalization strategies and policy, language documentation, descriptive linguistics and culturally-based language curriculum through the American Indian Language Development Institute at the University of Arizona. Dr. Oberly's most recent scholarly work focuses on grassroots language revitalization, and using American Sign language to help teach Ute.

Michael Rodríguez is the Director of Operations for Dual Language Education of New Mexico, a non-profit organization dedicated to developing, supporting, and advocating for high-quality dual language programs throughout the country. After teaching at the secondary level, he spent fifteen years as a site administrator where he focused on ensuring equity and access for all students. Throughout his career, Mr. Rodriguez has helped establish and implement three dual language programs. In his current position, he heads up the Program Development and Leadership branch of the organization, where he helps schools and districts create quality programs with a focus on sustainability.

David Rogers is the Executive Director for Dual Language Education of New Mexico (DLeNM), an educational nonprofit whose mission is to promote the effective design and implementation of dual language education *(www.dlenm.org)* in New Mexico, and beyond. David is a respected national leader in the dual language education community working with key national partners like the Center for Applied Linguistics which published "Guiding Principles for Dual Language Education," an important resource he co-authored. In his 30-year educational career, David has served as an education volunteer and program coordinator in the Peace Corp Paraguay, South America, a bilingual special education teacher in South Bronx, NY, and as a dual-language classroom teacher, bilingual program coordinator, and school principal in the South Valley of Albuquerque. In 1996, David and his colleagues helped to organize the first *La Cosecha* Dual Language Conference (*www.lacosechaconference.org*). David is husband to dual language educator, Rosie González-Rogers. Rosie and David have four bilingual/multicultural daughters and call Albuquerque, New Mexico, their home.

Dr. Shelly Valdez is a member of the Pueblo of Laguna Tribe, located in central New Mexico, and of Hispanic descent. Shelly's educational background includes a Bachelor of Arts degree in Elementary Education, Master of Arts in Bilingual Education, and Ph.D. in Multicultural Teacher Education focusing on research in the area of Science Education. Shelly has worked in the area of education for 33+ years and currently owns & manages an educational consulting business, *Native Pathways, (NaPs)*, located in central New Mexico. An important component of NaPs focuses is in the area of world views in science education, primarily focusing on ***indigenous science***. Shelly's interest and passion for ***indigenous science*** has influenced her approaches in the field of education, in evaluation and in partnerships she works with. She is honored to be invited to join various educational boards, committees and supports educational programs at local, state, national levels and beyond the US borders.

Press Release
September 2018
Indigenous Montessori Institute (IMI)
Innovative Teacher Training Center Opens in Albuquerque

Educational sovereignty has long been the need, the goal and the reason for being at KCLC, the Keres Children's Learning Center. In 2006, KCLC was founded by Trisha Moquino and the KCLC Board of Directors in partnership with the Pueblo de Cochiti Tribal Leadership with the purpose of reclaiming the education of Pueblo children and educating them in a manner that maximizes their development and potential as Pueblo people. In Keres-speaking villages from the north central Rio Grande to the western Keres-speaking communities, tribal leaders and elders continue to remind parents and families of the crucial importance of passing on their language, and in essence, their history, values, beliefs, and a worldview like none other.

It seemed only natural to use the Montessori approach to learning as a basis for KCLC, now in its 7th year. Montessori pedagogy promotes a deep respect for children, their development and humanity. The Montessori approach recognizes that learners are co-creators of knowledge and promotes an understanding that language and culture are the roots from which we grow. Therefore, this approach is, by its very nature, poised for language immersion. Indigenous tribes recognize that they are at a crucial point where we all must maintain, strengthen, revive, speak, and use what we still have of our Indigenous languages.

Wilma Mankiller once stated, *"I don't think anybody anywhere can talk about the future of their people or of an organization without talking about education. Whoever controls the education of our children controls our future."* With this understanding, Tracey Cordero, Trisha Moquino, and Mara Matteson, leaders of KCLC, always recognized that it would one day need to start an Indigenous-language teacher pipeline for the community it serves. Why? Because we don't want to waste time deprogramming teachers trained at mainstream institutions. Indigenous tribes are all at a crucial time in history where we must all work to give an education to our children that is in service to our communities. An education that will enable our children to know who they are and speak who they are while still attaining necessary western academic skills and English. The Indigenous Montessori Institute (IMI) was founded to make this possible.

As interest in KCLC has grown, and with many tribes visiting this unique language-immersion program and inquiring about its methods, and realizing the urgent need, leaders of the school embarked on the path of founding a training program in the spring of 2017. They invited partners from other New Mexico Montessori schools and from Montessori's world-wide Association Montessori Internationale (AMI) to collaborate and help in this cause.

The IMI dream has become a reality, thanks to the work of KCLC, the vision and the commitment of leaders in the Montessori community and the work of many supporters. Albuquerque's first AMI-approved training site opened as a satellite of SIMS Montessori Training Center this fall. This feat has

largely been made possible thanks to the tireless efforts of Mrs. Tina Patel, owner of Montessori One Academy, where the training center will be housed.

KCLC is grateful to other partners in this work: Friedje Van Gils of Escuela del Sol; Arabelle Luckhardt, co-founder of Arbor Montessori school; Patricia Pantano of Camino de Paz; and Ann Velasco of Southwest Institute of Montessori Studies for their dedication in helping to bring life to the Indigenous Montessori Institute. IMI is the first-ever center for Indigenous Education and Montessori training and will continue to evolve. As new Indigenous teachers are prepared, their work will have local and international impact as Indigenous people reclaim the right and the ability to educate their own indigenous children and yes, "control the future of their people."

Indigenous Montessori Institute

Since KCLC began, we were aware of the need to create a Native Language Teacher pipeline trained in the Montessori Method. Two years ago, KCLC brought together a group of Montessori go-getters interested in bringing Montessori training to New Mexico. Since that time the group has worked to grow partnerships, market this effort, and recruit people to attend training. Last year's symposium participants will, remember being asked to complete a survey gauging interest in taking Montessori training here in New Mexico. At this year's symposium we are beyond excited to introduce the first cohort of the Indigenous Montessori Institute. This cohort is comprised of nine individuals from various communities throughout New Mexico and the country. As of this date, IMI students have completed three modules of the Philosophy of Indigenous Education track, one block of Montessori training, and two weeks of Montessori classroom observations.

We are honored and grateful to these individuals who have uprooted their entire lives to train under the Indigenous Montessori Institute. It is our hope that these individuals and future students of IMI leave with the necessary tools and resources to reclaim the education of all our children and do so with feelings of love, connectedness, and faith in the ways of our ancestors.

We appreciate the privilege of being able to work with the passion, strength, and knowledge of our partners: Mrs. Arabelle Luckhardt, Escuela del Sol, Montessori One Academy, and Southwest Institute of Montessori Studies.

KCLC Staff

Trisha Moquino, Co-Founder, Education Director/Keres-speaking Montessori Guide

Mara Matteson, Administrator

Marie Cordero, Executive Assistant

Joelle Cordero, Keres-speaking Primary Montessori Student Guide

Maria Elena Arquero, Language and Culture Assistant

JoAnn Melchor, Director of Advancement

Tracey Cordero, Director of Indigenous Montessori Institute

Bernard Suina, Outdoor Educator

Joseph Ulee Quintana, Language and Culture Assistant

Anita Suina, Language and Culture Assistant to Parents

Genevieve Garcia, Cook, Food Educator

Jacob "Aka" Chavez, Language and Culture Assistant, Iiwas Playhouse Coordinator

Ellen Gore, English-speaking Montessori Guide

KERES CHILDREN'S LEARNING CENTER
INVITES YOU TO AN EVENING OF

NATIVE POETRY AND MUSIC

FEATURING LYLA JUNE, INFINITE DAKOTA,
TANAYA WINDER AND FRANK WALN

NOVEMBER
14,
2018
6:30-8:00
P.M.

THE LODGE AT
SANTA FE
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750 N. ST. FRANCIS
DR.
SANTA FE

ADMISSION BY DONATION
TO BENEFIT THE KERES CHILDREN'S LEARNING CENTER,
AN INDEPENDENT, NON-PROFIT, MONTESSORI, LANGUAGE
REVITALIZATION SCHOOL BASED AT COCHITI PUEBLO, NM.

Save the Date!!!

2019

KCLC NATIVE LANGUAGE SYMPOSIUM

NOVEMBER 7TH & 8TH

Look out for registration info early 2019

MARK YOUR CALENDARS

Our Continued Appreciation and Gratitude for Our Partners

DLeNM is a Proud Partner of the Keres Children's Learning Center

Dual Language Education of New Mexico (DLeNM) recognizes KCLC as a model program for the revitalization and preservation of the Keres Language and the Pueblo way of life. DLeNM thanks the KCLC team for their years of hard work in strengthening and celebrating all things Pueblo! DLeNM is proud to be your partner in bringing dual language education to our community's past, present and future generations.

The Better Way Foundation

Better Way Foundation believes a child's greatest opportunity for success lies in strong beginnings. Our partners are finding a better way to build a future where child well-being contributes to strong families and communities. Better Way is proud to partner with Keres Children's Learning Center and its efforts to maintain, strengthen, and revitalize the Keres language, as well as provide a holistic and culturally relevant early childhood development experience for the children and families of Cochiti Pueblo.

Wend Ventures

"Wend believes that indigenous languages and cultures are the building blocks for strong indigenous communities and restoring indigenous peoples' rights."

Special Thanks To:

Lyla June Johnston
KCLC Board of Directors
KCLC Advisory Board

Better Way FOUNDATION

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